Example of Rubric

Standard #2 Instruction Goal: I will implement the “Three-Minute Classroom Walk-Through” approach to a supervision model which offers a practical, time-saving alternative that impacts student achievement by cultivating self-reliant teachers who continually improve their practice.

4-expert 3-mastery 2 – nearing mastery 1-novice

**4-Expert**

The administrator visits each teacher’s classroom several times a week. S/he routinely celebrates student achievement with teachers and shares instructional strategies observed in their classroom and those of their colleagues which caused greater student learning.

Teachers view the administrator as a resource for information on current research, collegial experts, and “another set of eyes” to collect data on current instructional practice.

Feedback conversations between teacher and administrator focus on foundational aspect of student learning: **what** do we want students to learn and **when** the lesson is occurring in the scope and sequence of the unit; **how** do we know when students have mastered the intended learning and **why** the mode chosen for delivery of instruction was effective and engaging for students. These conversations are a part of an ongoing collaboration which routinely sparks self-reflection for teachers of their pedagogy and professional growth.

The emotional environment for feedback collaboration between staff and administrator is free from fear and full of mutual encouragement and exploration. The focus of these conversations is on improving instructional practice which results in higher levels of student success.

**3-Mastery**

* The administrator routinely visits each classroom once a week, and has an awareness of the content being taught. H/she can correlate the content being taught in the classroom to targets outlined in the MCPS curriculum documents.
* The administrator knows where the lesson observed fits into the scope and sequence of the current unit and the intended learning which will be assessed.
* The administrator can collect data on student engagement and understanding and provide this information to teachers in a non-threatening atmosphere which encourages self-reflection and celebrates student achievement.
* Staff view the administrative observation as an opportunity for information and study of instructional practice.

**2-Nearing Mastery**

* The administrator walks through each teacher’s classroom at least once a month.
* The administrator can describe what subjects a teacher teaches, but has limited knowledge of which learning targets from the MCPS curriculum documents are presented or of the scope and sequence of the current unit.
* Feedback conversations between administrator and staff happen as prescribed by the formal observation/evaluation deadlines once or twice a year; or on occasions when initiated by teachers.
* Staff views administrator more as a manager of school operations than an instructional leader.
* Staff does not view the observation/evaluation system as part of their professional development.

**1-Novice**

* The administrator visits each teacher’s classroom rarely, if not at all, except for formal observations outlined by the MCPS evaluation procedures. The administrator can articulate which grade level and content each teacher teaches.
* Feedback conversations happen during formal conferences (once every 3 years for tenured teachers) and teachers never approach the administrator as an instructional leader. Teachers view themselves and their colleagues as resources for improving pedagogy, but not the administrator.
* The formal observation process creates anxiety for teachers and is grounded in either a “gotcha” or an “everything is rosy” environment which provides no growth opportunity for staff.